

Producing Global Managers:

The Need for a New Academic Paradigm

Given the increasingly global nature of the hospitality industry, what will it take to allow hospitality-education programs to develop and provide useful international training?

by Jack J. Clark and Avner Arbel

THE PHENOMENON OF owning and managing businesses that interlock over international boundaries has come to the fore of American management thinking in recent years. Commonly called globalization, the concept is based on the realization that the U.S. economy is intricately linked with the economies of other nations and that businesses that hope to prosper in

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the next few years must consider not only their own local market and competitors but those of distant nations.

In some ways globalization has become a buzzword, and many writers seem convinced that multinational operation is somehow a new phenomenon. In fact the current state of global interreliance has grown slowly out of a long history of gradually stronger interaction among foreign businesses, as we will explain in this article. That trend, however, has in no wise been steady or smooth. International business dealings, by whatever name, have been interrupted in this century by

financial panic, war, and political isolationism.

Many American businesses have come to realize that the marketplace is global and opportunities abound. In this article we will examine the hospitality industry's place in the global scheme and focus on how academe should respond to the changing needs of global management.

When Marshall McLuhan popularized the idea that the world had become a "global village," the concept was still alien to most people.¹ Since then we have recognized that political, economic, and

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¹Marshall McLuhan, *Understanding Media: The Extensions of Man* (New York: McGraw-Hill, 1964).

technological developments are transforming the world into a conglomeration of interconnected and interdependent nations, economies, and peoples. Because hotels are an essential component of the global infrastructure, the hotel industry has always been among the first to feel the effects of global trends. The ability to anticipate those trends and to react swiftly and effectively has become crucial to establishing and maintaining a competitive position in the hospitality business.

Globalization is an involved topic, even when related to a specific industry. Therefore we are discussing only a small segment of the topic: the globalization of the hospitality industry as related to the industry's training and educational needs. In so doing, we accomplish the following:

- Review the hospitality industry's international development;
- Address the repercussions of those trends on the industry's contemporary management-training needs; and
- Present the implications for hospitality-management education.

More change. The hospitality industry has always been in a state of transition, but the internationalization of national economies has added to the uncertainties that many companies face, especially during the current difficult business conditions.

With regard to hospitality education, we believe that to a large extent the competitive position and reputation of each hospitality school will depend on its effectiveness in addressing the globalization trends. Hospitality programs also run the risk of losing ground to business schools that have turned their attention to the service industry. While those factors present a risk, they also present a great opportunity for the leading hospitality schools.

Growing Globalization

What we now refer to as globalization involves:

- Business components—investment, production, markets, and sales characteristics—that are more international;

- More competition across international borders;
- Consolidation of ownership across international borders;
- Greater cross-cultural human-resources concerns (relating particularly to worker quality, training, and mobility); and
- Technological changes that facilitate international operation.

By its very nature, the hospitality industry (in particular its lodging component) has always been highly international. Still, some recent events and developing trends have made the globalization trends in the hotel industry even stronger, including the following dynamics.

- **Ownership** of hotels and of restaurant chains has extended beyond national borders. For example, many American hotels now have Japanese owners (e.g., Inter-Continental, Ramada, Stouffer, and Westin) or European owners (e.g., Holiday, Motel 6, Hilton International) and many European hotels have American owners (e.g., Marriott, Conrad Hotels, Sheraton).
- **Joint international financing** by syndication has become typical for large projects. Few large projects are financed by domestic investors only. Moreover, the locus of international capital is constantly in flux.
- **The need to compete** internationally has been provoked by the near-saturation of many companies' home markets and the desire of most privately held companies to maintain historical growth patterns.
- **Multinational development and management teams** are becoming increasingly common as new international players enter into development, ownership, and operations agreements.
- **The employment of foreign workers**, mainly at the rank-and-file level, makes economic sense when large populations of foreign workers are willing to work for less than domestic laborers. Oftentimes, even the lowest-level positions provide a better standard of living for those expatriates who give up on

prospects for employment in their homelands. Because of that trend and the increasing mobility of hospitality professionals, the work force has been internationalized at all levels.

- **The franchising of brand names** is expanding greatly across international borders. While many American brands have long been common worldwide (e.g., KFC, McDonald's, Hilton), foreign operators have made inroads into the United States (e.g., Sbarro, Accor) or spread beyond their local base into other countries (e.g., Nikko, SAS).
- **Political changes** around the world are rapidly creating new markets for hotel development. The opening of Eastern Europe and the pressing economic needs there unfold a tremendous new market for tourism and business travel, as well as a great demand for professional education and training.
- **The unification of Western Europe**, the new free-trade agreements, and the deregulation of airlines further reduce travel barriers, increase tourism, and promote new hospitality projects, large and small.
- **Cosmopolitan travelers** who are looking for and can afford novel and exciting travel experiences were once based almost exclusively in the United States and Europe. Today, more than at any time in the past, their home base is likely to be an Asian country. Moreover, those travelers are constantly "pushing the envelope" of exotic destinations.²

The Globalization of Tourism

In 1988 travel and tourism reached nearly \$2.1 trillion in sales and provided jobs for one out of 16 workers worldwide. It is predicted that in 1998 gross revenues will be \$3.4 trillion and the annual growth rate will be 5 percent. That annual growth rate exceeds the predicted growth rate in world

²Peter Åkerhielm, Chekita S. Dev, and Malcolm A. Noden, "Europe 1992: Neglecting the Tourism Opportunity," *The Cornell Hotel and Restaurant Administration Quarterly*, 31, No. 1 (May 1990), pp. 104–111.

gross product of 4.1 percent (from \$17.5 trillion to \$26.1 trillion).³

Asia now has half the world's population, and by the year 2000 it is expected to have two-thirds. It is a market growing at the rate of \$3 billion a week, undergoing the fastest period of economic expansion in world history. Its growth rate is several times that of the industrial revolution. The principal growth is occurring in Japan, Korea, Taiwan, and Indonesia. By 2001 Asia's share of the world tourism market is expected to increase from 20 percent to 40 percent.⁴

The Globalization of the Lodging Industry

One of the earliest examples of globalization in the lodging industry was the Caribe Hilton in San Juan, Puerto Rico, built by a government development company that persuaded a reluctant entrepreneur, Conrad Hilton, to operate it on a virtually risk-free basis, thus launching Hilton International in the late 1940s as the first major United States hotel chain abroad. There followed, in the fifties, Hiltons in Havana, Istanbul, and Cairo. Inter-Continental Hotels developed about the same time to support Pan Am's developing route structure.⁵

In 1987 Hilton International was purchased by Ladbroke Company (London), so we then had a company founded by an American entrepreneur, staffed and managed, in large part, by continental Europeans, serving guests from all corners of the world, yet owned by the British. That is a classic example of globalization!

A summary of the lodging industry's globalization is shown in Exhibit 1.

³WEFA Group (Wharton Econometric Forecasting Associates), "The Contribution of the World Travel and Tourism Industry to the Global Economy" (unpublished paper, American Express Travel Related Services Company, 1988), introduction.

⁴Ibid.
⁵For a more detailed account of how chain-hotel companies expanded internationally, see: Charles A. Bell, "Agreements with Chain-Hotel Companies," *The Cornell Hotel and Restaurant Administration Quarterly*, 34, No. 1 (February 1993), pp. 28-29.

EXHIBIT 1 Where international chain hotels operate

NUMBER OF HOTELS BY REGION	NORTH AMERICA	SOUTH AMERICA	EUROPE	AFRICA AND THE MIDDLE EAST	ASIA	NUMBER OF COUNTRIES
ITT Sheraton	322	8	31	30	38	61
Accor	578	18	784	40	23	57
Holiday Inn	1,440	11	85	30	40	51
Hilton International	17	14	64	27	25	47
Forte Hotels	500	3	326	4	5	44
Inter-Continental	16	9	44	24	11	43
Ramada International	49	8	30	12	13	41
Pullman	17	0	227	67	3	38
Best Western	1,916	7	981	15	429	36
Club Méditerranée	24	2	176	25	9	33

Source: *Hotels* magazine, September 1991.
Note: Totals are as of December 31, 1990.

We see that ITT Sheraton, a U.S. company, is the most global of companies, so to speak, operating hotels in 61 countries. Even the tenth most global company, Club Med, a French company, operates in 33 countries.

The Benefits of Globalization

The rewards of globalization reach far beyond preventing the loss of market share that would result from not following a major industry trend. Take, for example, the restaurant industry, where about 70 U.S. chains have international outlets. While those outlets are principally in Canada and Japan (where KFC and Mitsubishi have had a joint venture since 1970), the United Kingdom, Germany, Korea, China, and Russia are also growing markets.

The most commonly mentioned benefits of international expansion for international restaurant franchising companies are listed in Exhibit 2. While

EXHIBIT 2 Benefits of international expansion

BENEFIT	TIMES CITED
Additional growth or expansion	100
More revenues, more profits, improved return on investment, and other financial gains	99
Larger market and more market penetration and share	60
International identity and greater name recognition	37
Less competition	21
Untapped potential	18
Added exposure	18
Increased service for U.S. and foreign customers	10

Note: Franchisors could provide a maximum of two answers. The number of franchisors responding was 354.

Source: Bruce Walker, "A Comparison of International Avenues of Domestic Expansion by U.S. Franchise Systems" (unpublished paper, Tempe, Arizona, International Franchise Association, 1988), as cited in Frank Go and Julia Christiansen, "Going Global," *The Cornell Hotel and Restaurant Administration Quarterly*, 30, No. 3 (November 1989), p. 75.

this survey was of restaurant companies, it is likely that a survey of other hospitality sectors would yield similar results.

The Challenge of Globalization

Global companies "need flexible systems that respond to multiple variables."⁶ While flexibility is probably globalization's most outstanding necessary condition, several other factors cannot be underestimated.

⁶Douglas B. Rusth and Michael M. Lefever, "International Profit Planning," *The Cornell Hotel and Restaurant Administration Quarterly*, 29, No. 3 (November 1988), p. 68.



For example, globalizing companies face challenges associated with:

- communication difficulties due to inadequate telephone, fax, or computer facilities;
- little control over regulatory, legal, and political decisions;
- political instabilities;
- different labor patterns, costs, product supplies, religions, customs, work ethics, and languages;
- fluctuating currency-exchange rates, which have a major impact on profits, costs, and project viability;
- expropriations of cash, or regulations restricting the inflows and outflows of funds; and
- lack of codes, planning information, and standards.

To deal with such hurdles as those just listed, companies will need:

- more knowledge about international marketing and finance, cultures, and legal and accounting systems;
- a stronger profit orientation (because of stronger competition with players around the world);
- multidimensional performance-evaluation techniques;
- more frequent and flexible goal setting;
- "individualized" training programs;
- adjustments to local tests and product preferences; and
- changes in product mix and prices over time and across countries to respond to various economic growth and inflation patterns.

Clearly, companies will have to have flexible managers trained to cope with the new challenges.

The Need for a New Academic Paradigm

The intricate interlocking and competition that we call globalization require a type of management expertise that is often not developed in current hospitality training and education. In the remainder of this paper we examine how academe should respond to the hospitality industry's need for global management.

First, let's look at the desired product, the effective manager who is equally at home dealing with domestic and global markets. While it will be difficult for academe or even individual colleges to agree on what knowledge and ability such a manager needs (indeed, there was never agreement on the required skills for nonglobal manager), these definitions at least make reasonable operational sense and allow us to begin to restructure the curriculum:

- Derek Bok, the former president of Harvard, defines the successful manager-executive as one who is capable of "leading and motivating subordinates and working effectively with peers."⁷
- Peter Drucker said of effective executives: "All they have in common is the ability to get the right things done. This usually involves doing what other people have overlooked, as well as avoiding what is unproductive."⁸

We think a global manager would embody a combination of those definitions. Effective managers may be described as leading and motivating subordinates and working effectively with peers to get the right things done.

But we must go further than that to educate a truly global manager. When asked, "Is there such a thing as a global manager?" Percy Barnevik, the president of ABB, a Swiss company of 240,000 employees with gross sales of \$25 billion, answered: "Yes, but we don't have many. One of ABB's biggest priorities is to create more of them; it is a crucial bottleneck for us. On the other hand, a global company does not need thousands of global managers. We need maybe 500 or so out of 15,000 managers to make ABB work well—not more."⁹

Barnevik goes on to explain how a global manager is different: "Global

⁷Derek Bok, *Higher Learning* (Cambridge, MA: Harvard University Press, 1986), p.92.

⁸Peter Drucker, *The Effective Executive* (New York: Harper & Row, 1966), p. 22.

⁹William Taylor, "The Logic of Global Business: An Interview with ABB's Percy Barnevik," *Harvard Business Review*, March–April 1991, pp. 91–105.

managers have exceptionally open minds. They respect how different countries do things, and they have the imagination to appreciate why they do them that way. But they are also incisive; they push the limits of the culture. Global managers don't passively accept it when someone says, 'You can't do that in Italy or Spain because of the unions,' or 'You can't do that because of the Ministry of Finance.' They sort through the debris of cultural excuses and find opportunities to innovate."

What is needed for the future, then, are managers who not only will be motivated by self-interest and profit maximization, since those motivations will remain important, but will also consider the long-range impact of their decisions on both the global community and the global environment in terms of their growth and long-term survival. Not only must they have the ability to see the right decision, for the company as well as the host country, but they should have the courage to make, and to stand by, the right decision in spite of the additional constraints and pressures of the various cultural milieus.

A newly added and much more difficult requirement is that they increase worker productivity in carrying out those decisions, since competition among nations in the service industries is rapidly increasing. As Peter Drucker points out, "The country that first achieves the productivity revolution in knowledge and service work will dominate the next century economically."¹⁰

For the United States, which for years enjoyed a virtual monopoly in the international-service sector, a major restructuring may be needed. One expert observed: "The service sector in the United States in 1991 bears an eerie resemblance to that of American manufacturing 10 or 15 years ago. Costs are high. Profit margins are narrowing. Quality standards are inconsistent at best, and competitive pressures are mounting each year.... If the

¹⁰"The New Productivity," *Harvard Business Review*, November–December 1991, p. 189.

U.S. service industry is to survive and prosper, TQM should be the approach followed by everyone in the industry."¹¹

Academe's Response

The framing of an academic response to those perceived industry needs was initiated in the August 1990 issue of *Hotelier* magazine, when Chuck Gee, the dean of the travel-industry management school at the University of Hawaii, was quoted by that publication as saying:

Our curricula need to be internationalized and restructured to include subjects that integrate an appreciation for the current international trends, the international economy, and foreign cultures. Graduates will need to have more of a global understanding—an awareness of diverse peoples and cultures, a world view of the various political and economic systems, and more historical breadth. More courses in geography, foreign languages, history, anthropology and political science need to be included. At the same time courses such as finance, marketing, and management need to take on a more international perspective.

Dean Gee's remarks agree with the outcome of a survey of international property-level executives conducted by Arbel:

As far as subject matter is concerned, the executives cited growing needs for state-of-the-art expertise in specific areas of international training such as finance, information-system management, and marketing. But above all they emphasized the need for multi-cultural skills, including language, but more importantly, "cultural sensitivity," which relates to virtually all academic disciplines. Also, foremost concern expressed by the executives was the international dimension of human-resources management.¹²

Globalization in Hospitality Schools

A 1990 survey of American hospitality and business-management schools indicates, "While there is a lot of talk about globalization in all hospitality schools, it seems that, so far, very little that is new and significant has actually been implemented."¹³ More specifically, the survey showed that, among the 19 hospitality schools, the average level of globalization was slightly above four, on a scale of 1 to 10 (where 1 indicated some level of globalization on only one criterion and 10 indicated globalization on all ten of the specified globalization criteria).

The following provides a sort of international "profile" of those 19 hospitality programs: 58 percent had international affiliations, 58 percent had an international faculty, faculty members at 63 percent took sabbaticals abroad, and 63 percent had student-exchange programs.

As far as coping with the new risks and opportunities of globalization, the survey findings clearly indicated that the industry was looking for more direction from leading hospitality schools. However, hospitality schools were not yet ready to provide such leadership. Like the industry, virtually all schools recognized the significance of the changes the industry faces, but they were still looking for ways to respond to those changes. Even today, little has been done to adjust the educational system.

The Arbel study also indicated that hospitality schools were lagging behind business schools, which have been following internationalization trends for years. The survey of 15 business programs showed that the average level of globalization was 5.6 (on the same scale as for the hospitality programs).

What is needed are managers who will consider the long-range impact of their decisions on both the global community and the global environment.

¹¹Robert Williams, "Putting Deming's Principles to Work," *The Wall Street Journal*, November 4, 1991.

¹²Avner Arbel and Heather Saunders, "Globalization and Hotel Management Education: Four Points of View," (unpublished paper, Cornell University, March 1991), p. 8. Professor Arbel's survey included interviews with 33 property-level hospitality executives from 18 countries who were interviewed on the Cornell University campus during the summer of 1990. Those data were supplemented with information collected in several meetings with other hotel executives in Europe, Mexico, the Middle East, and the Far East during the summer of 1990 and the fall of 1990.

¹³Avner Arbel, "Globalization of the School of Hotel Administration at Cornell University" (unpublished paper, Cornell University, October 1990), p. 13. This survey involved 19 hospitality schools and 15 business schools (primarily M.B.A. programs) and included telephone interviews with college deans and other top administrators.

In recent years even more has been accomplished in that respect in graduate business programs, since some international elements are now required for American Association of Colleges and Schools of Business (AACSB) accreditation of M.B.A. programs. Business schools may offer increasingly formidable competition for hospitality schools, especially at the graduate and executive-education levels. Still, for both business schools and hospitality schools, a lack of qualified faculty is expected to be the "real binding constraint on the internationalization of business programs."¹⁴

Since Arbel's survey there has certainly been some progress made in hospitality education. For instance, there's now a joint Bachelor of Science degree in international hospitality management between the University of Massachusetts and Hotel Consult SHCC college in Brig, Switzerland.¹⁵ Cornell's management-intern program has recently included sites in Europe, Mexico, Hawaii, Hong Kong, and Singapore, and its 11-year-old joint-venture master's-level program with the *Institut de Management Hotelier International/Ecole Supérieure des Sciences Economiques et Commerciales* (IMHI/ESSEC) in Paris now includes a student-exchange component. Such progress is indeed noteworthy, as are study-abroad programs at Florida State, Penn State, UNLV, and elsewhere.

At the executive-education level, it seems little is being done in the international arena by American hotel schools other than Cornell. Few hotel schools offer executive programs, and most of them are local. In contrast, the Cornell executive- and continuing-education programs have been international for years. Cornell's programs' international quality has been much more in terms of program participants, however, than in subject matter.

¹⁴Arbel, October 1990, p. 15.

¹⁵R. Bosselman, P. Manning, M. Kisseleff, and F. Mieczkowski, "Schools Go Global: A Joint Bachelor of Science Degree in International Hospitality Management," *Hospitality and Tourism Educator*, 4, No. 4 (August 1992), p. 45.

Several hospitality schools indicated that they have developed or are developing programs with foreign governments, foreign universities, or international hotel corporations. Virtually all the major schools are anxious to expand their international activity and many are, at the very least, actively investigating options.

We conclude that hospitality schools recognize that globalization is an opportunity to expand their programs, and many realize the tremendous cost of not taking action. Only a few, however, have actually taken substantial action, and in spite of a high level of motivation, many do not have sufficient resources for sustained efforts. It seems that hospitality schools are not yet in a position to provide the leadership in "going global" that the industry needs and expects.

The Challenge of Global Education

Even if American hospitality schools had the resources to create a globally based curriculum, such an effort would still face roadblocks. To begin with, the undergraduate curriculum is crowded (i.e., too many requirements just to bring students up to speed). Moreover, many colleges find themselves teaching subjects to make up for weak preparation of students entering college.¹⁶

We think those difficulties can be overcome. It has recently been shown, for instance, that such technical subjects as computer operation can be effectively taught even in elementary school. Innovative approaches to education can be used to overcome the apparent "zero-sum game" constraint of a crowded curriculum.¹⁷

For example, most colleges require proficiency in a language and teach courses toward that end. Experts agree, however, that children learn languages more easily than adults. So why should students wait until college to become fluent in foreign

¹⁶David Bauder, "Survey: Many College Students Aren't Prepared," *Ithaca Journal*, April 27, 1991.

¹⁷For a discussion of multimedia applications, see: Kimberley Harris and Joseph West, "Using Multimedia in the Hospitality Industry," in this issue of *The Quarterly*.

languages? We applaud the efforts of some school systems to begin language training early. When their students reach college, they can use foreign-language fluency in higher-level courses designed to explore cross-cultural learning, and those students may be able to conduct a full-fledged business meeting in a foreign language with faculty members and business executives who are both fluent and experienced in industry issues.

Similar demands in our college-entrance requirements can be made in the areas of math, history, geography, and political science and even more so in reading comprehension and writing, the scores of which from nationwide samples are deplorable.

We also support the many proposals and experiments now being conducted that are intended to improve the educational attainment of students in elementary and secondary schools. Colleges could contribute to that effort by raising their own graduation standards and by making it clear that students who are admitted will be expected to do more. To bring that about, colleges and universities would also have to strengthen their ties to high schools and community colleges, to be able to explain the rationale for the raised expectations and to recruit actively students who show strong leadership, entrepreneurial, and global-management potential.

Student response to the focus on international trends is encouraging. Both foreign and American students in a student survey recognize a need for more sophistication in international marketing, decision support systems, and strategic planning; a better understanding of international finance; and an increase in cultural sensitivity.¹⁸

Some steps to globalize the student body should include:

- Accepting more international students,
- Developing more international student-exchange programs,
- Intensifying support for international students,

¹⁸Arbel and Saunders, p. 17.

- Increasing scholarship aid from host countries' organizations, and
- Requiring second and perhaps even third languages.

The student survey concluded:

Some of these steps will not be easily accomplished, however, because there is already a lack of student jobs with real managerial content, particularly in Europe. Whereas many American firms will typically set up a training program for student interns, short-term positions in many countries are generally limited to practical work at a menial level, with little or minimal pay. Thus, the same emphasis on the "nuts and bolts" of service that has steered many foreign students away from foreign schools and toward American management education also makes it rather unattractive for Americans to seek work experience abroad. As long as overseas work opportunities remain so severely limited, it is imperative that international understanding be provided within the American curriculum....

On the other hand, those whose stated interest was in working internationally were frustrated that the dominant paradigm presented in the classroom was invariably that of the domestic American hotel industry. The deepest frustration was expressed by Americans.¹⁹

Faculty. While a lack of resources may limit the globalization effort of hospitality schools, perhaps the greatest barrier to achieving a globalized curriculum will continue to be the tenured faculty's resistance and inertia; they tend to specialize in their own disciplines and often pay little attention to international issues. Moreover, some tenured faculty members may be distracted by personal agendas.²⁰

Universities will have to try to stem the tide of specialization in their faculties

by making room on the teaching staff for people with an international background or a willingness to develop in that direction. That may require another look at the traditional methods of hiring, promotion, and tenure. For example, we should consider offering three- to five-year renewable faculty contracts to global managers if they have already exhibited teaching abilities and an interest in working with college students.

In addition, at the major universities teachers and researchers who reflect global realities in their teaching and research must be rewarded. As a necessary condition to globalizing their curricula, universities will have to globalize their faculty. That will require, at the minimum:

- More international faculty exchanges and sabbatical leaves,
- Recruitment of more international faculty members into permanent faculty positions,
- More international internships for faculty members and students,
- Transnational exchanges of teaching materials and research data,
- Increased use by universities of industry professionals with solid international business experience as guest lecturers and executives in residence,
- Support for international-textbook writing, case studies, and research, and
- The use of international-firms' executives as short-term faculty members.

Practitioners. For the industry practitioner, globalization will make lifelong continuing education even more essential. For the executive programs to succeed, industry and academe must more closely cooperate in program planning, and industry leaders must give both their moral and their financial support.

Tiered programs such as the new Club Management Institute's five-level program are helpful models. Those programs are designed to match the career stages of the participants. They run the gamut from teaching supervisory skills to executive-level strategic planning. Also helpful are

the new general managers' and advanced-management programs being offered at Cornell. But even those relatively new programs need additional globalization of the case studies and other teaching materials.

Practitioners should offer more direct help to colleges by becoming involved in planning new international programs, by sending their employees to attend them, and by lobbying their owners, their trade associations, and their government to fund them.

Competitive Advantage

According to Herbert G. Rammrath, the president of G.E. Plastics in Singapore: "Globalization isn't easy—and it's not for everyone. Only those with a sense of adventure and a desire to make the world a better place should apply. For others, I suggest a career in politics, where thinking beyond national borders is prohibited and whining about an unfair world appears to be a definite asset."²¹

Times have indeed changed, and hospitality-education programs must increasingly help students think beyond national borders if they are to be prepared for the global challenges of the future. Moreover, given the rapidly changing business environment that the hospitality industry is now facing, without international perspective the applicability of the specialized practical skills that have traditionally given American hospitality schools a competitive advantage will become increasingly limited.

American hospitality-management schools are still in a position to create a winning combination of the practical and the theoretical. But both time and the resources, financial as well as human, are in short supply, and the going will not be easy. We propose that those who fail to add a state-of-the-art international perspective to their programs can expect to lose out to business schools and to foreign hotel schools, as well as to their more progressive American colleagues. **CQ**

²¹ *The Wall Street Journal*, April 6, 1992.

¹⁹ Arbel and Saunders, p. 18.

²⁰ For a discussion of the challenges involved in motivating faculty members, see: Jerald W. Chesser, et al., "Hospitality Faculty: A Motivational Challenge," on pages 69-74 of this issue of *The Quarterly*.